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ABSTRACT

In this unit of work, Year 3 children will learn to use the contents and index pages and to extract information about "Teeth and eating" from different types of non-fiction texts, including ICT (Information and Communications Technology) texts. After analyzing a non-chronological report, they will write a report on the subject of "Teeth and eating" (paying particular attention to the use of commas in lists and the correct spelling of content words and those with prefixes and long vowels). This unit of work has been linked specifically to the QCA (Qualifications and Curriculum Authority) Science scheme of work, Unit 3A, "Teeth and eating." The plan of the unit is based on a teaching sequence which starts by exploring the reading objectives and moves into writing. An additional teaching sequence for spelling plots a route from learning and practicing the conventions of spelling through learning how to use strategies for spelling in the context of the topic words for "Teeth and eating" and concludes with learning to proofread. A total of 24 resource sheets include some materials on the subject of teeth and eating and reports for analysis and demonstration. (RS)

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The National
Literacy *Strategy*

Guidance

Curriculum & Standards

Year 3 Term 1 Report unit

Year 3 Teachers

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CS 511 742

Contents

Introduction

Introduction 3
Teaching sequence 4
Termly plan: Year 3 Term 1 5
Framework objectives 6
Summary of unit (10 days) 7
Unit plan: Year 3 Term 1 reports 8
Notes for each lesson 9

Resource sheets

Sheet 1a Be a tooth sleuth! 23
Sheet 1b What is a tooth made of? 24
Sheet 1c Do animals have different kinds of teeth? 25
Sheet 1d How do I have a healthy smile? 26
Sheet 2a Plaque attack 27
Sheet 2b Plaque attack 28
Sheet 3 Spidergram 29
Sheet 4a Bear facts 30
Sheet 4b Bear facts 31
Sheet 5a Bear facts (annotation) 32
Sheet 5b Bear facts (annotation) 33
Sheet 6a Hang out with BATS! 34
Sheet 6b Hang out with BATS! 35
Sheet 7a Hang out with BATS! (annotation) 36
Sheet 7b Hang out with BATS! (annotation) 37
Sheet 8a Sentence strips on teeth 38
Sheet 8b Sentence strips on teeth 39
Sheet 8c Sentence strips on teeth 40
Sheet 8d Sentence strips on teeth 41
Sheet 8e Blank strips for sentences 42
Sheet 9a Teeth and eating – words for spelling 43
Sheet 9b Teeth and eating – words for spelling 44
Sheet 10 Babies and toddlers – spidergram 45
Sheet 11 Babies and toddlers – report 46

Introduction

In this unit of work, the children will learn to use contents and index pages and to extract information about 'Teeth and eating' from different types of non-fiction texts, including ICT texts. After analysing a non-chronological report, they will write a report on the subject of 'Teeth and eating' (paying particular attention to the use of commas in lists and the correct spelling of content words and those with prefixes and long vowels).

This unit has been linked specifically to the QCA Science scheme of work, Unit 3A, 'Teeth and eating'. It is anticipated that in the unit of work for science, children will have investigated the components of a varied diet and learned that all animals, including humans, require different diets, before moving on to learn about teeth. This literacy unit 'Reports' is designed to run in parallel with the later part of the science unit on teeth. In their **science lessons**, children will be making observations and comparisons of different teeth and recognising the importance of dental care. In the **literacy hour**, children will be learning about the presentation of various non-fiction texts and how to read and write non-chronological reports. Some of the texts will present information on teeth. In the first week, in both science and literacy, children will be gathering information about teeth, as a class and independently. All this information will be needed to write a non-chronological report about teeth in week 2.

For those schools which do not cover this science subject matter during Year 3 Term 1, any other content material which uses information texts and requires the writing of a non-chronological report would be suitable, e.g. History Unit 8 or 6B and Geography Unit 16.

Unit plan

The plan of the unit (page 8) is based on a teaching sequence which starts by exploring the reading objectives and moves into writing (see page 4 for an explanation of the teaching sequence). An additional teaching sequence for spelling plots a route from learning and practising the conventions of spelling through learning how to use strategies for spelling in the context of the topic words for 'Teeth and eating' and concludes with learning to proofread. How the two teaching sequences map onto the objectives is shown on pages 6 and 7. Some sentence and word level objectives are integrated into the shared text work; others are taught discretely. Speaking and listening are essential components of all teaching and learning but are given a particular focus in some elements of the plan.

Resource sheets

These include some materials on the subject of teeth and eating and reports for analysis and demonstration. For each text to be enlarged, there is an annotated version showing the points in the text to highlight for teaching the objectives – whether these be for analysis or demonstration writing.

Teaching sequence

for shared reading and writing through a unit

Introduction to text	• establishing purpose for reading; • e.g. activating prior learning, experience or reading; • e.g. predicting content of book from cover and title;
Reading strategies • applying the searchlights model; • techniques to navigate texts; • comprehension strategies;	• the 'searchlights': phonic skill and knowledge, graphic knowledge, context, word recognition, fluency; • e.g. skimming, scanning, paragraphs and topic sentences, page layout; • e.g. predicting, deducing, inferring, speculating, making connections; Children use all of these strategies when they read. However, in Key Stage 1, the teaching focus is mostly on the basic skills toolkit, moving into a focus on navigating techniques in Years 3 and 4 and comprehension strategies in Years 5 and 6. It is important that the teacher demonstrates the use of a new strategy. For instance, you could demonstrate how to scan a paragraph looking for a specific fact, thinking aloud as you do so. Then tell the children a fact and ask them to scan for it. Ask the children to tell the class the process they went through.
Response to text	• e.g. likes and dislikes, what puzzles you and questions you would like to ask the author;
Development of specific reading objective(s)	• e.g. Year 4 Term 3 T1 to *identify social, moral or cultural issues in stories, and to discuss how the characters deal with them; to locate evidence in text;*
Analysing text (reading for writing)	• analysing texts for structural and language features; • deriving principles of effective writing from these text models; This is an investigative activity which you would do in shared reading and then ask the children to repeat in pairs using another text during independent time. Their conclusions would be brought back to the plenary.
Introduction to writing (on the basis of specific writing objective)	• gathering content for writing or transferring it from another curriculum area, for either fiction or non-fiction writing or stimulating writing through experience or discussion; • deciding purpose and audience for writing and choosing the form of writing to fulfil purpose and match audience;
Writing process planning, drafting, revising, editing	Here the children are applying the principles they gleaned from their analysis of texts. They plan using the knowledge they have of text structure. When they compose (draft and revise) they use the sentence structures and language features to convey their meaning effectively. They are also applying their word level learning (drafting and editing). The use of demonstration, scribing and supported composition as described in *Grammar for Writing* is well established as a series of teaching strategies for teaching **drafting**. These strategies are equally important for teaching **planning** and could be used in teaching **revising** and **editing**.

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Year 3 Term 1
Report unit

Termly plan: Year 3 Term 1

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcomes
Narrative – setting	1, 8, 9, 11, 12, 16 (GfW 8)	1, 6 (GfW 3), 10, 11, 12 (GfW 6)	5, 6, 7, 14	2	Stories with familiar settings	• Story with setting
Narrative – dialogue	2, 3, 9, 10, 16 (GfW 8)	1, 2, 4 (GfW 2), 7, 8 (GfW 4)	8 (SB p 4, p 62), 17, 19	2	Stories with familiar settings and plays	• Story with dialogue
Plays	4, 5, 15 (GfW 4), 10	1, 2, 3 (GfW 1), 7	1, 2, 3, 20	2	Oral and written plays	• Perform simple playscripts
Poetry	6, 7, 8, 9, 13, 14	1, 5 (GfW 1), 10	4, 9 (SB p 5), 14, 15, 16, 18	2	Poems based on observation and the senses	• Poetry presentation • Poem
Fact and fiction	17, 18	1, 6 (GfW 3), 9 (GfW 5), 10	10, 11 (SB p 6–7), 12	1	Information books on topics of interest	• Evaluation of non-fiction texts
Reports	19, 20, 21, 21, 23 (GfW 9)	9 (GfW 5), 13 (GfW 7)	13, 21, *1, 4, 5, 6, 7, 10, 14,* 15	2	Non-chronological reports	• Notes • Report linked to another curriculum area

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

In some copies of the NLS *Framework for teaching*, the numbering of the Year 3 Term 1 text level objectives varies. The numbering here refers to the web version.

This medium term plan appears on the CD-ROM accompanying the Literacy Coordinator Handbook and on the NLS website www.standards.dfes.gov.uk/literacy

A number of word level objectives have been added to the plan for the Report unit in the NLS example of medium term planning and these appear in italics.

GfW – *Grammar for Writing*
SB – Spelling bank

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Year 3 Term 1
Report unit

Framework objectives

Unit: Reports

Duration: 2 weeks

Text(s): Non-chronological reports

Outcomes: Notes; report linked to another curriculum area

Text level objectives

Pupils should be taught:

T19 to locate information, using contents, index, headings, sub-headings, page nos., bibliographies;

T20 to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources;

T21 to read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered;

T22 to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source;

T23 to write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in class, teacher, parent. (*Grammar for Writing* Unit 9)

Suggested speaking and listening focus

Discuss and justify selection of points as the most important

Sentence level objectives

Pupils should be taught:

S9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples. (*Grammar for Writing* Unit 5)

S13 to use commas to separate items in a list. (*Grammar for Writing* Unit 7)

Sentence S13
Day 4 (discrete) Nouns
Days 6–9 (integrated) Focus on use of commas in lists when writing report

Word level objectives

Pupils should be taught:

W14 to infer the meaning of unknown words from context;

W1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);

W4 to discriminate syllables in reading and spelling (from Year 2);

W10 to recognise and spell common prefixes and how these influence word meanings, e.g. *un-, de-, dis-, re-, pre-*;

W7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

W6 to use independent spelling strategies, including
- sounding out and spelling using phonemes;
- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
- building from other words with similar patterns and meanings, e.g. *medical, medicine*;
- spelling by analogy with other known words, e.g. *light, fright*;
- using word banks, dictionaries, etc.;

W5 to identify mis-spelt words in own writing, to keep individual lists (e.g. spelling logs) and learn to spell them;

W21 to ensure consistency in size and proportions of letters and the spacing between letters and words;

W13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries;

W15 to have a secure understanding of the purpose and organisation of the dictionary;

Vocabulary W13•W15
Days 2–3
Secure understanding of dictionary through categorising key vocabulary

Sentence S9
Days 2–3 (integrated)
Examine texts for different presentational devices

Spelling W1, W4, W10
Day 1 investigate polysyllabic words with long vowels and prefixes

Reading W4•W14
Days 2–5
Demonstrate and practise reading 'long words', and inference in shared and guided reading

Spelling W7
Days 5•7
Write 'convention' and 'tricky' words

Spelling W6
Day 6
Locate 'tricky' bit of a word and identify convention

Spelling W5
Day 10
Proofread writing for spelling errors

Handwriting W21
Practise outside the hour
Day 10
handwrite report

T19 Reading
Day 1 Locate information in texts

T20 Reading
Days 2–3
Compare different ways of presenting information

T21•T22 Reading
Days 2–3
Identify main points of information and record
Days 4–5
Analyse reports to create checklist for writing

T23 Writing
Days 6–10
Plan and write a report

Speaking and listening
Days 2–3
Discuss which points are the most important before recording

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Summary of unit (10 days)

Text teaching sequence

Spelling teaching sequence

Day	Text, sentence and S&L	Objective	Activity	Day	Spelling	Objective	Activity
1	Reading	T19	Locate information in texts.	1	Convention	W1, W4, W10	Investigate two-syllable words with prefixes, containing long vowels e.g. united
2–3		T21+T22	Identify main points of information in paper-based and ICT texts, and record.	5	Practice of convention	W1, W4, W10, W7	Write 'convention' words alone and in sentences
		S9	Examine texts for different presentational devices.	6	Spelling vocabulary – strategies	W6	Locate the 'tricky' bit of a word and identify an appropriate method for learning the word, e.g. morphemic, convention visual, auditory, mnemonic.
		T20	Compare different ways of presenting information.				
		W13+W15	Categorise key vocabulary.				
		W4	Demonstrate reading 'long words' and practise in shared and guided reading.				
		W14	Demonstrate inference in shared and guided reading.				
4–5	Analysis of text	T21+T22	Analyse report text.	7	Practice in spelling words	W6, W7, (W1, W4, W10)	Write words alone and in sentences. Compose paragraph using these words.
		S13	Investigate nouns in lists (discrete)				
		W4 W14	Practise reading 'long words' and inference in shared and guided reading.				
6–10	Writing	T23	Plan and write a report.	10	Proofreading	W5	Revise routine of proofreading and proofread own writing.
		S13	Focus on commas in separating nouns in lists.				

Unit plan: Year 3 Term 1 reports

Speaking and Listening focus
Discuss and justify selection of points as most important

Texts
Non-chronological reports
Reading, S&L focus and sentence level

Outcomes
Notes, report linked to another curriculum area

Cross-curricular link
QCA Unit 3A Teeth and Eating

	Days	Whole-class work	Whole-class work	Independent work	Guided work	Plenary work
Reading	1	**Spelling** Revision of long vowel phonemes **W1** and syllables **W4**. Prefixes, *Spelling bank* p.6 **W10**.	**Shared text work – reading** Read information text. Locate information using contents, index, glossary, etc. **T19**.	**Spelling, reading and S&L** Continue work on *Spelling bank* p.6 **W10**. In pairs – formulate questions about information books **T19**.		Discuss words prefixed by 'un' and 'dis' **W4**. Review strategies used to locate information **T19**.
Reading	2	**Shared text work – reading, S&L focus and sentence level** Read information text on 'Teeth and eating'. Discuss presentational and organisational devices used. Demonstrate how to identify main points and record on spidergram. Highlight topic words and record in spelling logs **T21+T22, S9, W4, W13+W15, W14**.		**Reading, S&L focus and sentence level** Read information texts on 'Teeth and eating'. Make notes. Record topic words in spelling logs **T21, T22, W13, W15, W14**.		In pairs compare information collected and then feed back to class. Start organising information **T21, T22, S9, T20**.
Reading	3	**Shared text work – reading, S&L focus and sentence level** Read and navigate ICT text on 'Teeth and eating'. Identify main points and create a spidergram **T21+T22, S9, W4, W13+W15, W14**.		**Reading, S&L focus and sentence level** In pairs – make notes from ICT text. Record topic words in spelling logs **T21+T22, S9, W13+W15, W4**.		Discuss information collected. Review sources used and consider differences between paper-based and ICT texts **T20**.
Analysis	4	**Shared text work – reading** Start to analyse report text. Identify main points and plot on spidergram. Discuss features of report text. Create checklist **T21+T22, W4, W14**.	**Sentence level work** *Grammar for Writing Unit 7* (pp. 46–47) **S13**.	**Sentence level work** *Grammar for Writing* Unit 7 **S13**.		*Grammar for Writing* Unit 7 **S13**. Feedback from the investigation and discuss **S13**.
Analysis	5	**Spelling** *Practise words with prefixes and long vowels* **W1, W4, W7, W10**.	**Shared text work – reading** *Continue to analyse report text. Identify main points and plot on spidergram. Discuss features of report text. Create checklist* **T21+T22, S13, W4, W14**.	**Reading** *In pairs – read another report text and create spidergram of information* **T21+T22, S13**.		Revise features of a report text **T21+T22, S9**.
Writing	6	**Shared text work – planning for writing** Sort sentence strips on 'Teeth and eating' onto spidergram **T23**.	**Spelling** *Locate 'tricky' bit of content words associated with topic of teeth* **W6**.	**Spelling** *Locate 'tricky' bit of content words associated with topic of 'Teeth and eating'* **W6, W7**.		*Present the tricky bits of words and compare methods for classifying and recalling the tricky bits* **W6, W7**.
Writing	7	**Spelling** *Practise words and sentences on topic of 'Teeth and eating'* **W7**.	**Shared text work – writing** *Referring to checklist and using spidergram of another topic, demo-write the opening paragraph. Discuss what should go in the introduction to 'Teeth and eating'* **T23, W4**.	**Writing** *Referring to checklist and using spidergram of 'Teeth and eating', in pairs, write the opening paragraph of report* **T23, W4**.		*Look at two children's opening paragraphs and discuss. Discuss ordering of paragraphs in the report on 'Teeth and eating'* **T23**.
Writing	8	**Shared text and sentence work – demonstration and supported composition** *Demo-write the next paragraph of the report, e.g. on 'Babies and toddlers'. In pairs, children write another paragraph of 'Teeth and eating' – supported composition* **T23**.		**Writing** *Write two more paragraphs of report on 'Teeth and eating'* **T23, W4**.		Discuss and evaluate selected examples and revise **T21, T23**.
Writing	9	**Spelling** *Practise sentences on topic of 'Teeth and eating'. Write next paragraph* **W7**.	**Shared text work – writing** *Demo-write conclusion of report on 'Babies and toddlers'* **T23**.	**Writing** *Write conclusion of report on 'Teeth and eating'* **T23**.		*Revise one child's finished report using checklist* **T23**.
Writing	10	**Shared text work – revising** *Supported composition. In pairs annotate reports with any revisions* **T23**.	**Shared text work – proofreading** *Using one child's report, demonstrate proofreading for spelling. Children proofread own reports and make corrections* **W5**.	**Writing – publication** *Start the final handwrite of reports to bring to publication standard* **W21**.		*Reflect on content of unit. Ask children to identify what they have learnt and set target for future improvement* **T23**.

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Notes for each lesson

Day 1 Investigating spelling: reading and speaking and listening

Main outcomes of lesson

- To have investigated polysyllabic words with long vowels and prefixes
- To have located information in texts using contents, index, headings, subheadings, page nos. and bibliographies.

Spelling

Use *Spelling bank* p 6 to revise long vowel phonemes and to segment words into syllables through words with prefixes.

- Clap some words from the list of words with prefixes and count the syllables.
- Ask the children how many syllables in the word *prefix* and ask for suggestions for spelling the word. Discuss the meaning of the prefix 'pre'. Write and discuss the meaning of some other words with the prefix 'pre'.
- Ask the children how many syllables in the word *refill* and ask for suggestions for spelling the word. Discuss the possible meaning of the prefix 're'. Ask the children for the number of syllables in *replace*, ask them to spell the first syllable on their white boards and take responses; ask them to write the first two letters of the second syllable *place* and then to suggest how the syllable might finish. Discuss the split digraph as the most common spelling for 'ace'.
- Repeat this process with the following words: *rebound, recall, reform, return, replay, rewrite.*
- Write two more words with the prefixes 'un' and 'dis', e.g. *unkind, disappear*. Discuss the meaning of the words with and without the prefix and deduce the function of the prefix. Show the children a list of words which can be preceded by either 'un' or 'dis'. (Use the list in Spelling bank p 6 with the 'un' and 'dis' removed, e.g. *able, well, happy, like, own, please*.) Tell the children that during independent time they will be deciding which of the two prefixes make new negative forms of the words. **W1, W4, W10**

Shared text work – reading

- Select enlarged version of an information book which contains a contents page, an index, headings and subheadings and a glossary, e.g. *Sharing Our World – Science Alive* (Kingscourt Publishers, www.kingscourt.co.uk). Other books include *Ancient Egypt*, (James Mason, Pelican Big Books) and *The Life of a Duck* (Josephine Croser, Magic Bean In-Fact series) although they do not contain a glossary.
- **Activating prior knowledge of information texts**
  Before presenting the book to the children, remind them that they have read many information books before, and that they have a very different layout from stories. For instance, they have an index. Ask the children what other features they might find in an information book. Take about three suggestions and then show the children the book. Involve the children in locating some of the features mentioned.
- **Navigational techniques using the book**
  Turn to the **contents page**. Demonstrate how to **scan** down the contents looking for the required information, thinking aloud as you do so, e.g. *I want to find out if this book contains any information about the types of foods animals eat, so I'm going to scan down the contents page. When you scan you need to look for key words and phrases. So, I'm looking for food, eating, meals... Here it says 'Food for life'. That looks useful. Page 16. This tells me that I can find information about food on page 16. Let's just check that – turn to page 16.*

- Turn to the **index.** Demonstrate how to **scan** the index for the required information, thinking aloud as you do so, e.g. *If I wanted to find out where else in the text I would find information about the types of foods animals eat, I could scan the index and look for the word 'food' or other related words. Remember the index is in alphabetical order so I can scan quickly down the first letters of the word...f o . There, I have located the word 'food' and I can see that this word appears on pages 2, 16–17, 18–19 and 20–21. So there isn't any more than in the chapter I have already found.*
- Revise the use of a **glossary**. Turn to page 4 of the text and read the first two paragraphs. Note the term *habitat* in italics. Explain that, in some information books, some words are written in italics and sometimes certain words are emboldened. Generally, this means that they will be explained in a glossary. Turn to the glossary and scan down the page to see if the term *habitat* is there. Revise the notion of a glossary and the alphabetical arrangement of words. Explain the importance of using a glossary to develop an understanding of the text.
- Pick up another enlarged version of an information book and tell the children that you will show them how to play a game which they can continue in pairs in independent time. Without explaining what you are doing, open the book and look at the contents page. Close the book. Write a question on the board relating to the book, e.g. *On what page does the chapter on castles start?* Ask the children where they should look to find the answer. Ask a child to demonstrate how to find the answer and tell the class the page number. Repeat with another question, e.g. *What does the word carnivorous mean?* Or *In what do Bedouins live?* Choose a child to find the answer from the book and explain what they are doing as they do it. **T19**

Independent work – spelling, reading and speaking and listening

- Give pairs of children the list of words which can be preceded by either 'un' or 'dis'. Ask them to say each of the prefixes and then a word and decide which of the two prefixes make new words when added. They may find some words could have either of the prefixes (e.g. *like*). They should write the prefix in front of the word. **W10**
- Give out information books to pairs of children. Ask the pairs of children to look at the contents pages, indexes, glossaries, etc. of the information book. Ask them to formulate different questions about the books and write them on sticky notes. Swap questions with 'Partner Pair' and navigate the text to answer as demonstrated in shared work. **T19**

Plenary

- Ask the children which words they found which could be prefixed by both 'un' and 'dis'. **W10**
- Scanning – ask the children to read aloud both their question and answer and explain how they located the information. Discuss strategies used to locate information and navigate texts. **T19**

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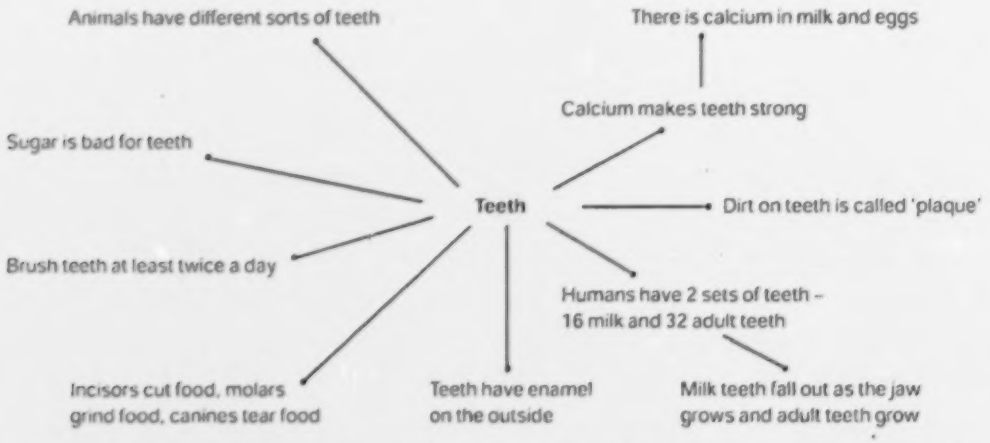
Day 2 Reading, speaking and listening focus and sentence work

Main outcomes of lesson

- To have read information texts on 'Teeth and eating' and to have made a simple record of that information on a spidergram

Shared text work – reading, speaking and listening focus and sentence level

- Remind the children about the enquiries they have been making in science about food and the function of teeth. Explain that they are going to research some facts about teeth from posters, leaflets and the web. They will then write a report about teeth using the information they have been finding out.
- Display a poster or an enlarged version of an information leaflet. Information leaflets can be found in places such as dental surgeries, on Internet websites and from the Dental Health Foundation, Smile House, 2 East Union Street, Rugby, Warwickshire, CV22 6AJ, www.dentalhealth.org.uk.
- Involve the class in reading different sections of the poster/leaflet (e.g. Resource sheet 1 – enlarge the four sheets to A3 and stick onto A1 size poster) paying particular attention to the presentational and organisational devices used, e.g. headings, bold and italicised print, captions and layout, etc. and engaging the children in suggesting reasons for the different devices. *Why do you think the author/designer has chosen to use bold print, subheadings, different sizes and styles of font? How do these devices help the reader? Do these different ways of presenting and organising information help the author/designer to put across a message?*
- Application of word level 1: focus on some two-syllable words which the children may need to break down in order to read. Remind the children of the strategy of 'reading round the vowel' (i.e. find all the letters making the first vowel in the word, e.g. *ea, ar, ear, igh, ow* and read the consonants before and after the vowel; do the same with the next vowel until all the syllables are read).
- Application of word level 2: focus on inferring meaning of unknown words from their context.
- Underline or circle the information you want to record for inclusion in the report. Explain that a way is needed to collect and store the information so that it can be used to write the report. Suggest a simple spidergram with the word *Teeth* in the middle. Begin to show that some information is related by drawing connecting lines, but it is probably better to leave a full categorisation until more information is gathered, for example:


Animals have different sorts of teeth
There is calcium in milk and eggs
Calcium makes teeth strong
Sugar is bad for teeth
Teeth
Dirt on teeth is called 'plaque'
Brush teeth at least twice a day
Humans have 2 sets of teeth – 16 milk and 32 adult teeth
Incisors cut food, molars grind food, canines tear food
Teeth have enamel on the outside
Milk teeth fall out as the jaw grows and adult teeth grow

- Ask the children to pick out words from the spidergram that they will need to learn to spell and record these alphabetically in their spelling logs. **T21+T22, S9, W13+W15, W4+W14**

Independent work – reading, speaking and listening focus and sentence level

- Provide a selection of leaflets or pages in books on 'Teeth and eating' (e.g. Resource sheet 2 – copy parts a and b on front and back of A4 page – fold in three to make a leaflet). In pairs, ask the children to read the text and find additional information which they can record on a spider diagram, as demonstrated during shared work.
- Log any topic vocabulary in spelling logs. **T21+T22, W13+W15, W14**

Plenary

- Ask the pairs of children to join into a four. Give them five minutes to compare their new information in these small groups and ask them to see if they can see how the pieces of information can be grouped into themes. Give them one example, e.g. 'Keeping teeth healthy'.
- Take suggestions for themes and show how the ends of the legs of the simple spidergram can be circles with lots of pieces of connecting information in each (use enlarged Resource sheet 1). Write a title for each theme in the circles, e.g. Keeping teeth healthy, Tooth decay, Types and functions of teeth, Inside a tooth. **T21**

Day 3 Reading, speaking and listening focus and sentence work

Main outcomes of lesson

- To have read ICT texts on 'Teeth and eating' and to have made a simple record of that information on a spidergram.

Context

On this occasion, an ICT text is being used as an alternative to a paper-based text for shared reading. An ICT text is an interactive, non-linear, dynamic, multimedia text. ICT texts provide features and require skills and approaches significantly different from paper-based texts, e.g. an ICT text often requires the orchestration of information from multimedia sources and often requires the navigation of a non-linear structure. Examples of ICT texts include Internet websites, CD-ROMs, email and TV text services. An example ICT text has been suggested for use in this lesson but other options are equally possible.

An ICT text can be accessed by the whole class using a variety of approaches, e.g. through the use of a data projector, an interactive whiteboard, a large screen TV monitor or a suite of computers.

Prior to introducing an ICT text to the class, ask yourself, *What generic knowledge, understanding and skills do the children need in order to read this text?* and similarly, *What special or distinctive knowledge, understanding and skills do children need in order to read this ICT text?*

Demonstrate how to navigate this type of text type and explain as you go, e.g. ICT texts are often read in a non-linear way; they often contain 'live links' insofar as you are able to click on certain words, pictures or icons and move to another part of the text; multimedia texts use sound, animation and video; and, crucially, they are *interactive*. Consider differences between ICT texts and paper texts. Maintain dialogue with the class as you go.

Shared text work – reading, speaking and listening focus and sentence level

- Use an ICT text on 'Teeth and eating', e.g. as contained within http://www.learn.co.uk (from *The Guardian*).
- Activate prior knowledge. *What do we mean by an ICT text?* (website, CD-ROM, email, etc.) *What are the differences between an ICT text and a paper-based text?* Explain that there are key differences and that you are going to show them how to 'read' this type of text and locate the required information.
- Begin by explaining that, just like an information book, an ICT text requires you first to locate the relevant pages of information that you want (compare to using a contents page/index, etc). Think aloud as you go and navigate the children from the Home page to the Let's Learn page. Explain the strategies you are using, e.g. *I'm scanning the page to find the Science category* (click on that) *and then I need to locate pages on 'Teeth and eating'. This is part of the category Nutrition* (click on that).
- Explain that by pressing the F11 key it is possible to remove the top and bottom toolbars; this allows the reader to view more of the text.
- Read the first two sentences of the Let's Learn page. Rest the mouse on the word *Nutrition*. *Why is this word written in a different colour and underlined?* (Hypertext – it links the reader to other texts or parts of the same text – the equivalent of a glossary in a book.)
- Scan down the list on the left of the other units included. *Where would we find information about teeth? Again, why are these words in a different colour and underlined?* (Hypertext – to link you to another part of the website). *How does this compare to a paper-based information book? What does this facility add for the reader?* Click on the sub-unit 'Functions and care of teeth'.

- Highlight the sub-units across the top of the page. Make explicit that you are not reading this text in any order. Explain that with an ICT text, the information is presented in a non-linear way, i.e. it can be accessed in any order. Click on the unit 'Functions and care of teeth'. Read through some of the facts, highlighting that to find all of the information, you have to scroll down the page. Roll the mouse over the diagrams. *How does this help the reader? How does this facility compare to a paper-based text?* (It's interactive, provides commentaries, etc.)
- Reiterate that, when reading an ICT text, information can be gleaned in any order. Click on the sub-unit 'Tooth decay'. Read some of the facts, using the glossary as you go. Again, roll the mouse over the diagrams. Notice that the diagram 'Tooth decay in progress' allows the reader to see the process of something happening; the reader is actively engaged and in control of the explanation as well as being provided with a sequence of images.
- Application of word level 1: focus on some two-syllable words which the children may need to break down in order to read. Practise the strategy of 'reading round the vowel'.
- Application of word level 2: focus on inferring meaning of unknown words from their context.
- Display a spidergram (Resource sheet 3) with the titles of the different themes in the circles, e.g. 'Tooth decay', 'Inside a tooth'.
- Read through the first fact. *Which are the key words?* (Bacteria and acids). Highlight on the screen and jot down the key information gathered in the circle entitled 'Tooth decay'. Read through several other facts and jot them down in the circle. If time, repeat with another sub-unit. Remind the children that, as they go along, they can add any technical vocabulary to their spelling logs. **T21+T22, W13+W15, S9, W4+W14**

Independent work – reading for writing

Depending upon the resources available, there are a variety of possibilities.

- In pairs, children access ICT texts (the Internet, CD-ROMs, email) on 'Teeth and eating' and record information in note form on a spidergram.
- Print off pages from an Internet website and, in pairs, children read through, highlighting key words and phrases, and record information in note form (note that the printed version no longer 'works' as an ICT text).
- In pairs, using information books on 'Teeth and eating', children record information in note form on a spidergram.
- Continue to note down any technical vocabulary in spelling logs. **T21+T22, W13+W15**

Plenary

- Discuss the work they have completed using ICT, comparing ICT with other research methods used. *What are the key differences between an ICT text and a paper-based text? What strategies can we use to help us read an ICT text?*
- Collect in the spidergrams from the children so that the information can be collated onto a master copy. **T20**

Useful related websites

http://www.dentalhealth.org.uk
http://www.oralb.com
http://www.aquafresh.co.uk
http://www.macleans.co.uk

Day 4 Reading and sentence level investigation

Main outcomes of lesson

- To have begun to analyse a non-chronological report for its structure and language features
- To have begun to create a checklist for report writing
- To have investigated the function of a noun and the use of commas to separate items in a list

Shared text work – reading

- Explain to the children that they are going to look at a particular non-fiction text type – a non-chronological report so that they will know how to write the report on 'Teeth and eating' next week. Ask children to tell their partners what they know about the topic of the report. Ask one or two children to tell the class what they already knew and what they had learned from their partner. Ask the children whether they can tell you how they would expect a report to be written/organised. Accept a couple of suggestions (e.g. title, paragraphs, general opening, each paragraph on a different topic, present tense) and then suggest they have a look at the report to see whether it conforms to their expectations.
- Display both pages of an enlarged version of a report e.g. 'Bear facts' (Resource sheet 4a and b). Also display a blank spidergram (see Resource sheet 3) and write 'Polar bears' in the central circle and opening paragraph written above it.
- Decide together what are the immediate features they can see before they start to read (title and paragraphs). Display page 1. Read the opening paragraph and discuss its purpose (Resource sheet 5). Begin to create a checklist of the features of report writing.
- Read the next two paragraphs straight through with the children. Application of word level: focus on some two-syllable words which the children may need to break down in order to read. Practise the strategy of 'reading round the vowel'. Application of word level: focus on inferring meaning of unknown words from their context.
- Agree with the children that both paragraphs continue to tell the reader about polar bears but ask them why there are two paragraphs and whether there is a difference between them. When they agree that each paragraph is about a different aspect of polar bears, suggest writing the subject of each paragraph into two circles on the spidergram. Continue the checklist. Read paragraph 2 again. Stop at the end of the first sentence and ask the children to think up an 'or' question about the sentence (so that you can establish that they have understood the text) e.g. *Do polar bears live in the north or the south?* After reading paragraph 3 ask the children to sketch very quickly the polar bear's paws to show what they must be like to do all the things it says in the last sentence.
- Investigate collectively the language features used in the first three paragraphs, continuing the checklist, e.g. a report describes the way things are, it is written in the present tense, each paragraph could have a sub-title, and use technical vocabulary, e.g. *ice floes*. This kind of report tells general facts about polar bears not facts about one particular polar bear, even though it says *A polar bear*, and is written in the third person (*it* and *they*, not *he* or *she*). (A summary of the main features of a report text can be found in Section 2 in Part 3 of *Grammar for Writing*, pages154–155.) Pick out any presentational devices used, e.g. on this occasion key words have been emboldened for emphasis. Note that items in a list may be single words or phrases, e.g. *snowshoes to help it walk on the ice*.
- Explain to the children that you will analyse the rest of the report tomorrow to continue the checklist and that they will have the opportunity to analyse another report themselves in pairs. **T21•T22, W4•W14**

Sentence level work

Work collectively on activities in *Grammar for Writing* unit 7 (pages 46-47). Introduce or revise nouns. **S13**

Independent work – sentence level work

Ask children to work on a writing activity from *Grammar for Writing* unit 7 (pages 46–47). **S13**

Plenary – sentence level work

Share some of the children's writing, identifying noun phrases and verb phrases. Discuss the use of commas to separate items in a list and review learning. **S13**

Day 5 Spelling and reading

Main outcomes of lesson

- To have practised spelling polysyllabic words with long vowels and prefixes
- To have completed the analysis of a non-chronological report for its structure and language features

Spelling

- Dictate a selection of polysyllabic words with prefixes containing long vowel phonemes, e.g. *replace, recall, reform, replay, rewrite, rewind, unkind, unable, unlike, disown, displease, dislike, disabled.*
- Dictate sentences containing this category of words, e.g. *The goal keeper reached for the ball. It disappeared behind him. He returned to the goal. He jumped for the ball on the rebound. He was unable to stop it.*
  W1, W4, W10, W7

Shared text work – reading

- Display the spidergram of polar bears. Ask the children to recall one fact from each of the paragraphs read yesterday. Display page 2 of the report and demonstrate how to gather the main points of paragraph 4 quickly. Read the first sentence and underline *largest land predators* and put a 1 above it and then underline and put a 2 above *hunt at night*. Similarly underline and number the main points from the next two sentences. On the next paragraph ask the children to tell you which words to underline in the first two sentences and to discuss with one another the main points in the rest of the paragraph. Ask the children what are the prominent themes in these two paragraphs and insert them in the remaining circles on the spidergram. During reading, practise the strategy of 'reading round the vowel' in order to read two-syllable words and focus on inferring meaning of unknown words from their context.
- After reading the final paragraph ask the children what they would suggest might be the particular purpose of a closing paragraph and write it on the checklist.
- Investigate collectively the language features used in the final three paragraphs and add any further features to the checklist for report writing. **T21+T22, W4+W14, S13**

Independent work – reading

In pairs, ask the children to read 'Hang out with BATS!' (Resource sheet 6) or similar and underline key words and/or phrases in the same way as you have done with 'Bear facts'. From this, ask the children to put the themes of each paragraph on a blank spidergram. **T21+T22, S13**

Plenary

Refer back to the checklist you have created on report writing. Read through paragraph 1 of 'Hang out with BATS!'. Discuss any language features, e.g. *the use of technical vocabulary and it tells us general information about bats*. Use Resource sheet 7 as a prompt. Repeat with another paragraph. *Have the children spotted any other features during their reading of the report? How does a report compare to other non-fiction text types?*
T21+T22, S9

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Day 6 Spelling and planning for writing

Main outcomes of lesson

- To have created a class spidergram on 'Teeth and eating' using information gathered from Days 2 and 3
- To have used independent spelling strategies to practise topic words.

Shared text work – reading and planning for writing

Refer to *Grammar for Writing* Unit 9 (pages 50–51).

- Display an enlarged spidergram with the subjects of each paragraph of 'Teeth and eating' written in the circles, e.g. Keeping teeth healthy, Tooth decay, Types and functions of teeth, Inside a tooth. Explain that in order to sort out the information into each paragraph, you will need a lot of space so you have got even bigger circles and pinned them in the four corners of the room.
- Give pairs of children strips with pieces of information collected from all the research carried out from leaflets, posters, books and the web, e.g. Resource sheet 8. Ask the children to read the information and decide between the two of them which paragraph it belongs in. Send four to eight children at a time to attach their information strip to the circles. Discuss their decisions altogether.
- Continue until all the information is distributed among the circles. **T23**

Spelling

- Make a list of some of the words the children have found in their research into 'Teeth and eating' (see Resource sheet 9).
- Without displaying it, ask the children to write one of the words. Ask them which bit of the word they were not sure of. Show them the correct word and agree which bit(s) of the word is the 'tricky' bit. (Even a phonemically regular word such as *clean* has a 'tricky' bit – the /ee/ phoneme could be spelled 'ee' or 'ea'.) Decide an appropriate method for remembering the 'tricky' bit, e.g. breaking into syllables, artificially pronouncing it, relating it to another word. Practise the word by writing the 'tricky bit' and then the whole word to 'get it under the hand'.
- Display another word and ask the children if they can see where the tricky bit(s) is likely to be. Discuss a way of remembering and practise. In this way encourage a routine for learning to spell words. **W6, W7**

Independent work – spelling

Give the children a set of cards with more topic words. Ask the children to continue to find the tricky bit and to practise writing them. Ask them to be prepared to explain their decisions in the plenary. Play the spelling practice game. Two children sit opposite one another with the pile of cards face down between them. Player 1 picks up a card and reads it without showing player 2 and places it face down on the table. Both players write the word in their rough books/on paper. They turn over the card and check the word. If player 1 (the reader) has spelled it correctly s/he earns 1 point. If player 2 has spelled it correctly s/he earns 2 points. Repeat by player 2 turning over and reading the word. **W6, W7**

Plenary

Take feedback from the children and share the methods they devised for remembering how to spell words. **W6, W7**

Day 7 Spelling and writing

Main outcomes of lesson

- To have practised topic words and sentences
- To have written the introduction to their reports on 'Teeth and eating'.

Spelling

- Dictate a selection of words relating to 'Teeth and eating' previously learnt.
- Dictate sentences containing these words, e.g. *Clean between your teeth with a toothbrush and toothpaste. Canines, incisors and molars are types of teeth.* **W7**

Shared text work – writing

- Display an enlarged spidergram for a subject the children know quite a lot about e.g. 'Babies and toddlers' (see *Developing early writing* page 116 and Resource sheet 10).
- Point out the paragraphs and explain that you are going to show them how to write an introductory paragraph to a report and that in independent time, they will be writing their own introductions to 'Teeth and eating'.
- Explain that in the introduction, you have to introduce your subject and then make some general points which will be elaborated in the paragraphs. *In this subject there are two parts: 'Babies and toddlers'. Everyone knows what babies are but why are toddlers called 'toddlers' and what is the connection between 'Babies and toddlers'? I can do that in one sentence: 'Babies become 'toddlers' when they start to 'toddle'. I put inverted commas round 'toddle' because it is the word I'm trying to explain. But that still doesn't explain what 'toddling' is so I'll insert, 'start to walk a lot' or 'toddle'".* Talk through the rest of the introduction asking for the children's help in forming the ideas and sentences.
- Display the spidergram for 'Teeth and eating' and the checklist for writing a report.
- Discuss what should go into the introduction:
  1. Define and connect the words in the title, e.g. *Most animals need teeth to eat.*
  2. Make the main points which are the themes of each paragraph, e.g. *There are different shapes and sizes of teeth for different purposes; some of the food humans like to eat damages teeth; teeth need to be looked after well in order to be good at their job.*
- Ask the children to write the introduction in independent time. **T23, W4**

Independent work – writing

Write the introduction to the report 'Teeth and eating'. **T23, W4**

Plenary

- Ask two different children to read out their introductions. Discuss them and give the children a few moments to make reminder notes on their work of any changes they may wish to make.
- Discuss an appropriate order for the paragraphs in the report. **T23**

Day 8 Writing

Main outcomes of lesson

- To have written three further paragraphs of their reports on 'Teeth and eating'.

Shared text and sentence work – demonstration and supported composition

- Display the spidergram for 'Babies and toddlers' and the checklist for writing a report.
- Demonstrate the writing of the paragraph on 'Eating and drinking' (Resource sheet 11), talking through the process of composing and revising sentences in the head.
- Display the spidergram for 'Teeth and eating'. Ask the children to read through their introductory paragraphs.
- Remind the children that they had decided which order to write the paragraphs in and point to the next paragraph to be written.
- Discuss the order of the points they want to make and list. Discuss the wording for the first sentence. Using supported composition, guide the children through the writing of this paragraph. **T23**

Independent work – writing

Ask the children to write the next two paragraphs of their report on 'Teeth and eating'. If you have an overhead projector, ask a few children to write on transparencies so their work can be shared with the rest of the class in the plenary. **T23, W4**

Plenary

Display two of the children's paragraphs and discuss possible revisions to the content, sentence structure and punctuation. Tell the children that they will be checking spelling when the report is finished. **T23, T21**

Day 9 Spelling and writing

Main outcomes of lesson

- To have written the conclusions to their reports on 'Teeth and eating'.

Spelling

- Dictate the words with 'tricky' parts which are needed for the remaining paragraph in the report on 'Teeth and eating', e.g. if the paragraph is on 'healthy teeth', words will include clean, dentist, calcium, fruit, vegetables, toothpaste, hygienist.
- Discuss the content and order of this paragraph. Explain to the children that they are going to compose the sentences and write them correctly because they have practised the words. Agree on the words which will be needed for the first sentence and then ask the children to compose the sentence and write it down, e.g. if the subject is 'healthy teeth', and you have decided to make the points about eating healthy food first, the words calcium, milk, fresh, fruit and vegetables will be needed. Repeat this process for the rest of the paragraph. **T23, W7**

Shared text work – writing

- Display the spidergram for 'Babies and toddlers' and the checklist for writing a report.
- Demonstrate the writing of the conclusion (Resource sheet 11), talking through the process of composing and revising sentences in the head. The function of a conclusion is to repeat the most important points and perhaps emphasise a point of particular interest. In this report, the point of interest is the comparison between human babies and other animals.
- Display the spidergram for 'Teeth and eating'. Look back at the introduction and discuss what is the main point, i.e. about teeth being needed in order to eat. Also discuss that while teeth are needed for eating, much of the food humans eat damages their teeth, so dental hygiene is very important. **T23**

Independent work – writing

Ask the children to write the conclusions to their reports. **T23**

Plenary

- Choose one child's completed report (representative of the class with points you want to draw out for revision) and display.
- Discuss and make points for revision in readiness for the children to work on their own reports at the beginning of the next lesson. **T23**

Day 10 Revising and publication

Main outcomes of lesson

- To have proofread and published their reports on 'Teeth and eating'.

Shared text work – revising

Ask children to read their reports to their partners and consider revisions to clarify meaning. Check that the punctuation, particularly the use of commas in lists, is accurate. **T23**

Shared text work – proofreading

- Display a report which has some spelling errors in it.
- Demonstrate the process of proofreading by asking the author of the report to look for a word they think may not be spelled totally accurately and underline the letters they think may be wrong (or right but in the wrong order). Ask the child to say why they have doubts over the word. If the word is spelled incorrectly ask the child to write down what the sensible alternatives might be and why. Other children may contribute at this point. If none of the alternatives looks any better and the child is still unsure whether the original is correct, ask them how they can find out (ask someone, look at displays on the wall, look in alphabetically ordered word books and dictionaries – whatever is the quickest and least disruptive to others). Ask the child to write the word in her (or his) spelling log.
- Ask the children, in pairs, to look through one of their reports, find a word of which they are both unsure and go through the same process of proofreading that was demonstrated. Ask them to be prepared to show their process to the rest of the class.
- Ask a pair to explain the process they went through with their word.
- Ask the children to proofread their own reports. Remind them to write the correct words in their spelling logs. **W5**

Independent work – publishing

Ask the children to finish proofreading their reports and then to start writing them out neatly. Remind them to write the correct spellings in their spelling logs. **W5, W21**

Plenary

- Reflect upon what the children have learned during the unit about gathering information from non-fiction texts and about how reports are constructed by asking them to discuss in small groups and prepare a one-minute presentation to the class. Some of the areas for discussion could be: how to find information from a non-fiction book; how to find information from a website; how a report is organised; features of reports.
- Ask the children what they think they need to know or do to write an even better report next time. **T23**

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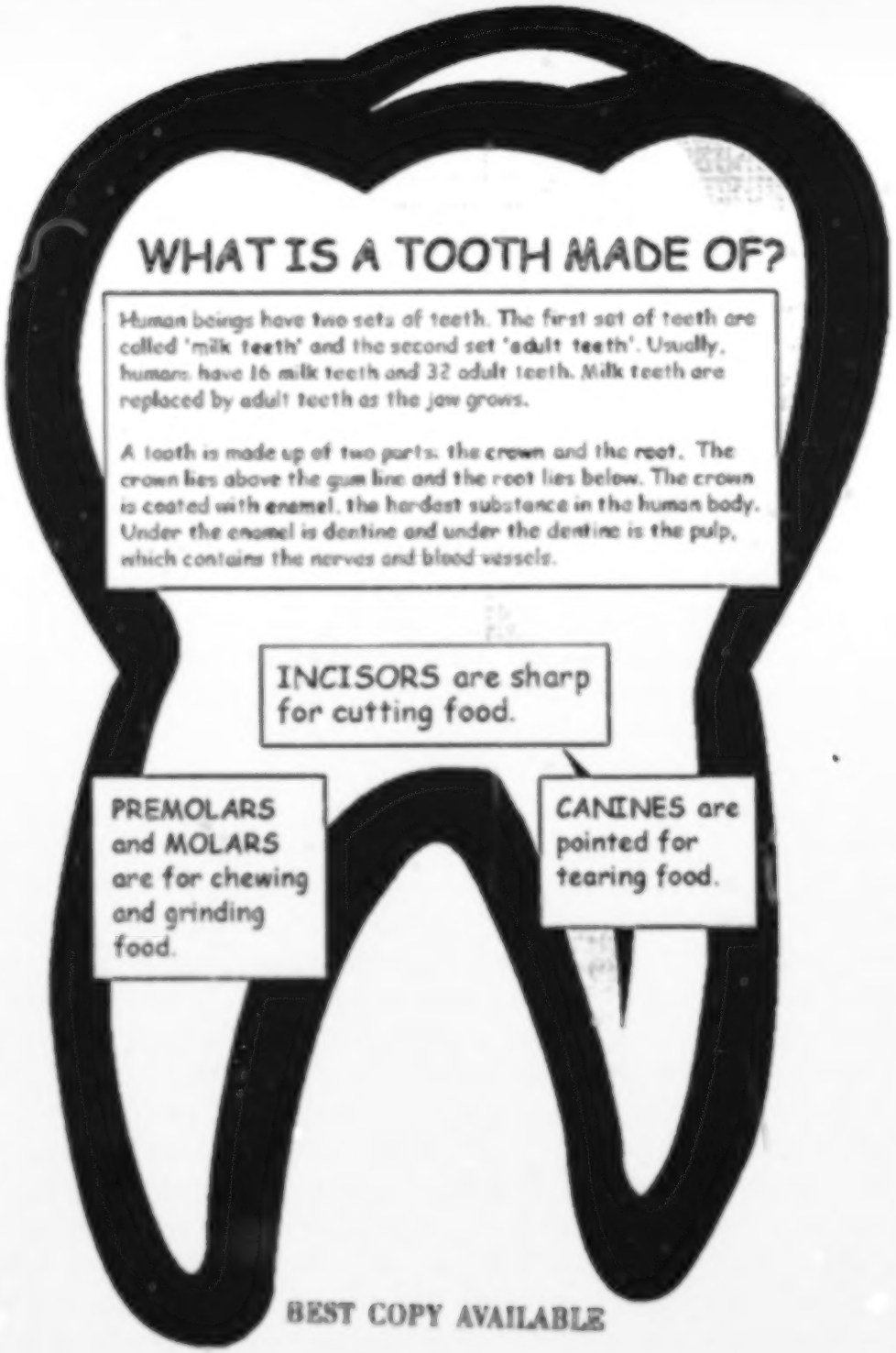
BE A
TOOTH SLEUTH!


WHAT IS A TOOTH MADE OF?
Human beings have two sets of teeth. The first set of teeth are called 'milk teeth' and the second set 'adult teeth'. Usually, humans have 16 milk teeth and 32 adult teeth. Milk teeth are replaced by adult teeth as the jaw grows.
A tooth is made up of two parts: the crown and the root. The crown lies above the gum line and the root lies below. The crown is coated with enamel, the hardest substance in the human body. Under the enamel is dentine and under the dentine is the pulp, which contains the nerves and blood vessels.
INCISORS are sharp for cutting food.
PREMOLARS and MOLARS are for chewing and grinding food.
CANINES are pointed for tearing food.

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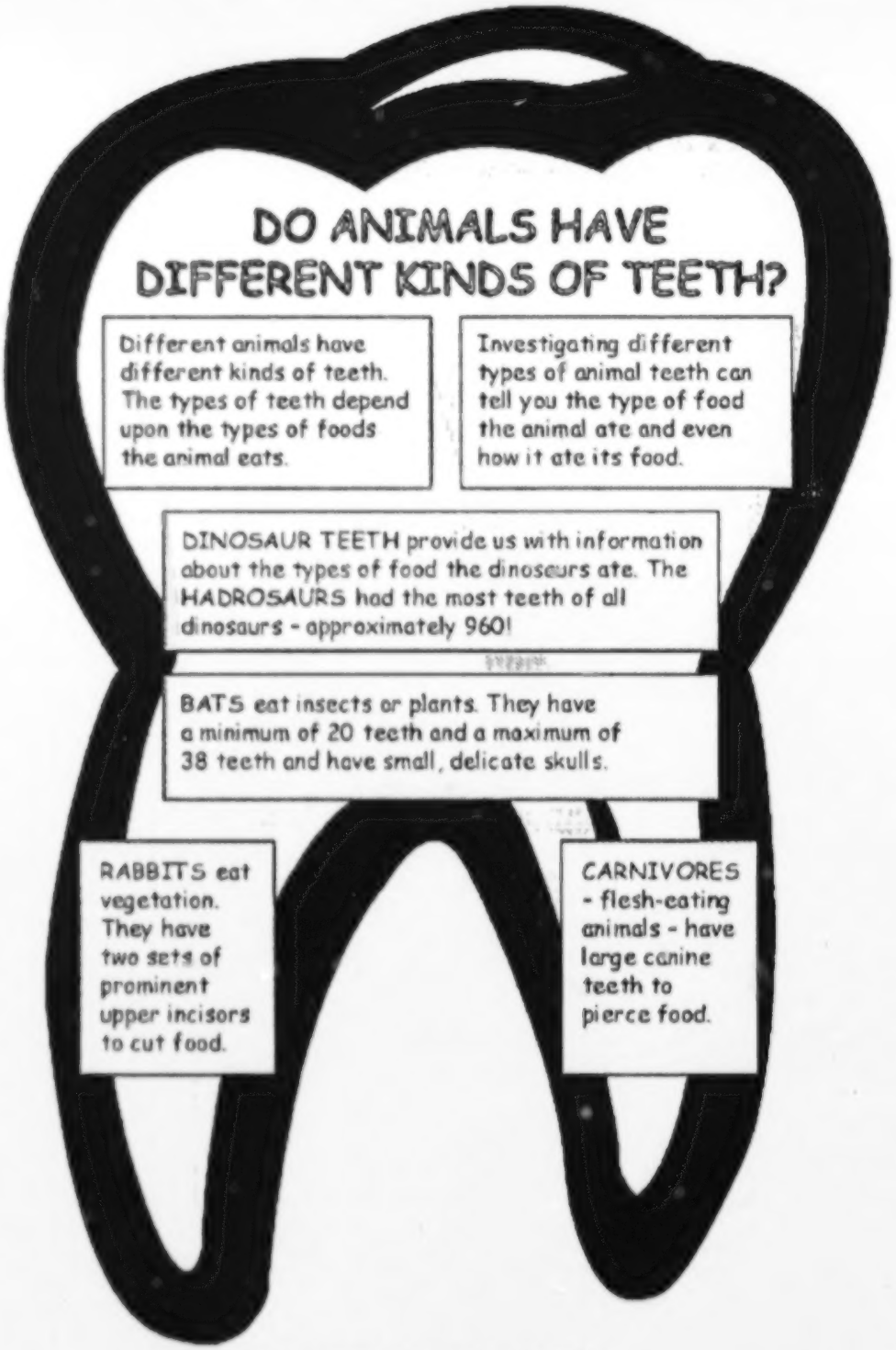
DO ANIMALS HAVE DIFFERENT KINDS OF TEETH?
Different animals have different kinds of teeth. The types of teeth depend upon the types of foods the animal eats.
Investigating different types of animal teeth can tell you the type of food the animal ate and even how it ate its food.
DINOSAUR TEETH provide us with information about the types of food the dinosaurs ate. The HADROSAURS had the most teeth of all dinosaurs - approximately 960!
BATS eat insects or plants. They have a minimum of 20 teeth and a maximum of 38 teeth and have small, delicate skulls.
RABBITS eat vegetation. They have two sets of prominent upper incisors to cut food.
CARNIVORES - flesh-eating animals - have large canine teeth to pierce food.

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HOW DO I HAVE A HEALTHY SMILE?

- Brush your teeth twice a day with a fluoride toothpaste.
- Visit your dentist REGULARLY.
- Cut down on sugary snacks and drinks.
- Healthy teeth need healthy gums.

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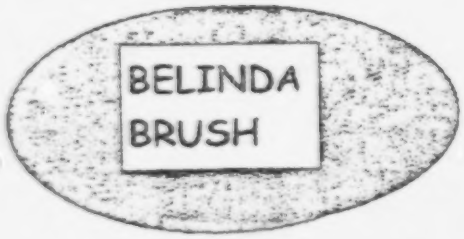

Healthy teeth mean healthy smiles.

It is extremely important to establish a thorough and effective brushing routine. When you brush your teeth, you remove plaque from your teeth and gums.

BELINDA'S BRUSHING ROUTINE

- Brush your teeth at least twice a day.
- Use a pea-sized amount of fluoride toothpaste.
- Remember to clean every tooth.
- Remember not to brush too hard as you will damage your gums.
- Brush the *outside* of the lower teeth first.
- Next, brush the *inside* of the lower teeth.
- Then brush the *biting surfaces*.
- Brush the *outside* of the upper teeth.
- Next, brush the *inside* of the upper teeth.
- Then brush the *biting surfaces*.

SMILE!

REMEMBER:

ZAP PLAQUE AND PREVENT DECAY!

DON'T LET DAN AND PRISCILLA WIN THE DAY.

FOLLOW AN EFFECTIVE DENTAL CARE ROUTINE

AND SEE YOUR TEETH SPARKLE AND GLEAM!

STARRING...

BELINDA BRUSH

DAN DECAY

PRISCILLA PLAQUE

AND FRANK FLUORIDE

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PRISCILLA PLAQUE

Plaque is a sticky film which forms on the teeth and gums. It is made from **bacteria**. When you eat sugary foods and drinks, the bacteria produces acid. This acid attacks tooth enamel and can cause gum disease.

TOP TIPS!

- Check food labels carefully. There are many different types of sugar: sucrose, glucose, fructose, invert sugar and dextrose, for example.
- Cut down on the amount of sugary snacks you eat. Try to eat sugary foods and drinks at mealtimes only.
- Eat 'tooth-friendly' snacks between mealtimes, for example, fruit, cheese and bread.

DAN DECAY

Tooth decay (or **dental caries**) is caused by the continuous build-up of plaque on the teeth. It occurs when plaque acid attacks the surface of the teeth. Plaque bacteria can also cause gum disease. There are two main types of gum disease: **gingivitis** and **periodontal disease**.

DON'T LET **DAN DECAY** WIN!

REMEMBER:
PREVENTION IS BETTER THAN CURE!

Limit your consumption of sugary foods and drinks to mealtimes.

Visit your dentist regularly.

FRANK FLUORIDE

Fluoride is a natural mineral found in water. It is very important in helping protect your teeth against tooth decay. In some regions, fluoride is added to the water supply. Fluoride is found in most toothpastes.

FRANK'S FLUORIDE FACTS

- Fluoride helps prevent tooth decay.
- Did you know that tooth decay has decreased since the introduction of fluoride toothpastes?
- When fluoride is added to the water supply it is called 'WATER FLUORIDATION'.

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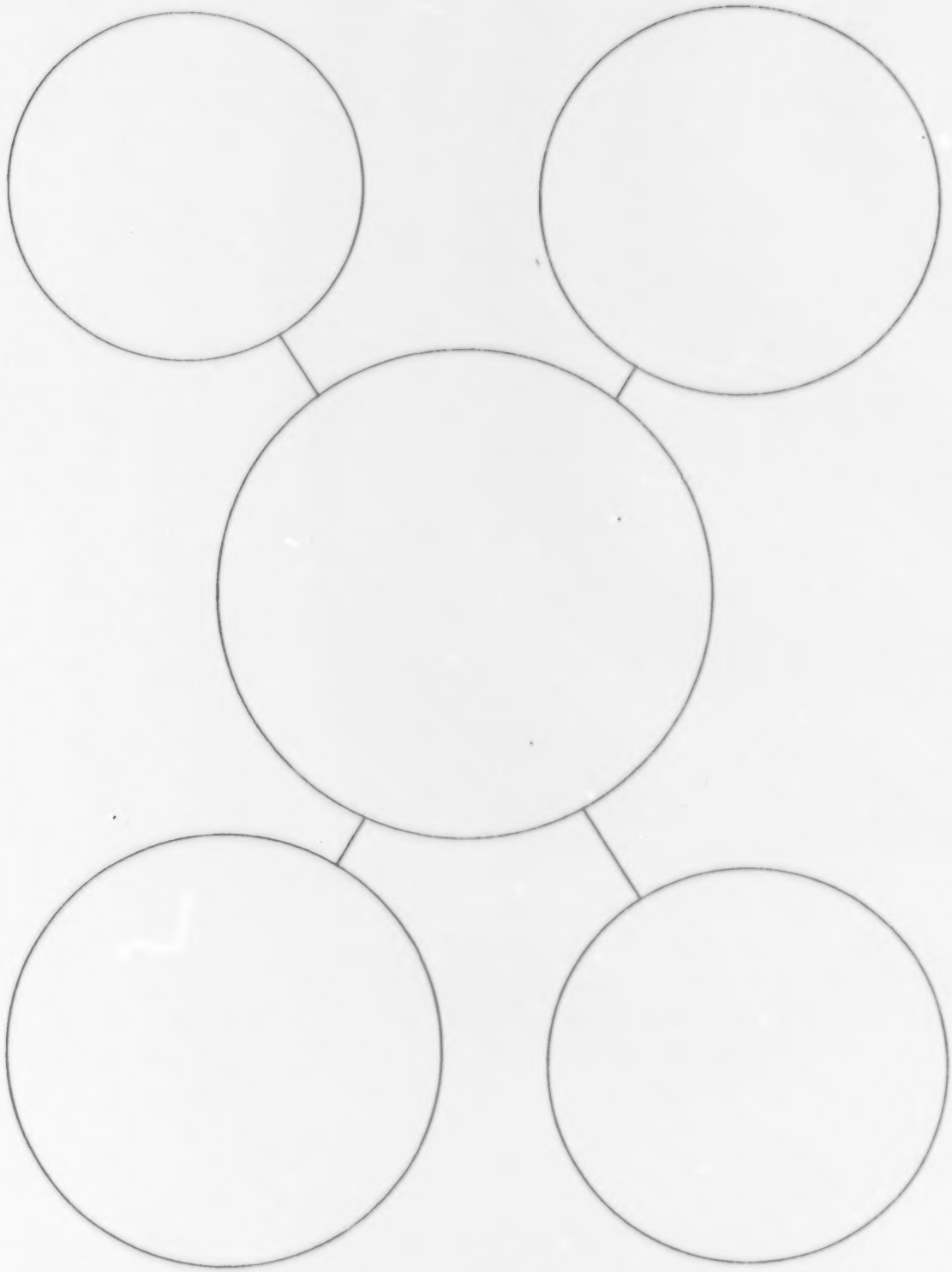
Spidergram



Bear facts

Polar bears are the largest species of bear. They are also known in different countries as 'sea bear', 'ice bear' or 'white bear'. Like pigs, female polar bears are called **sows**; males are called **boars**.

Polar bears live in the polar regions of the Arctic: the northernmost regions of Russia, Greenland, Alaska, Canada and Norway. In the winter, polar bears dig out temporary dens for themselves or find natural shelters to sleep in. In the summer, they lie outside on the ice, and travel on **ice floes**. They are very strong swimmers and have a great sense of smell.

A polar bear can easily be recognised by its white coat made from two types of fur. Under the fur, the skin is black, and under the skin is a layer of blubber, which keeps the bear warm. Its large, fur-covered paws act as snowshoes to help it walk on the ice, paddles to help it swim through the water and weapons to catch its prey.

Polar bears are the world's largest land predators and hunt at night. Their main food is seals, but they also eat walruses, birds, stranded whales and reindeer. They do not need to drink water, as they get all the liquid they need from the food they eat.

Female polar bears usually give birth to two cubs, in the middle of winter. A newborn cub is about the same size as a rat. The cubs depend on their mother for survival for up to 20 months. Some young bears die of starvation if the mother is not able to find enough food to feed them, but bears who reach adulthood live for around 20 years.

An adult polar bear has few natural enemies, although they are sometimes fatally injured when fighting with walruses for food. The biggest threat to polar bears is pollution which can poison their food supply.

Sentence structure and punctuation

Text structure and organisation

Report structure: Title is a play on words (bear/bare)

Bear facts

Introductory paragraph with general classification

Polar bears are the largest species of bear. They are also known in different countries as 'sea bear', 'ice bear' or 'white bear'. Like pigs, female polar bears are called **sows**; males are called **boars**.

Each subsequent paragraph deals with a separate aspect of information:

- *habitat*

Polar bears live in the polar regions of the Arctic: the northernmost regions of Russia, Greenland, Alaska, Canada and Norway. In the winter, polar bears dig out temporary dens for themselves or find natural shelters to sleep in. In the summer, they lie outside on the ice, and travel on **ice floes**. They are very strong swimmers and have a great sense of smell.

- *appearance*

A polar bear can easily be recognised by its white coat made from two types of fur. Under the fur, the skin is black, and under the skin is a layer of blubber, which keeps the bear warm. Its large, fur-covered paws act as snowshoes to help it walk on the ice, paddles to help it swim through the water and weapons to catch its prey.

Technical vocabulary

Present tense

Where there is descriptive vocabulary, such as adjectives, it is to add information not literary effect

Third person

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Polar bears are the world's largest land predators and hunt at night. Their main food is seals, but they also eat walruses, birds, stranded whales and reindeer. They do not need to drink water, as they get all the liquid they need from the food they eat.

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An adult polar bear has few natural enemies, although they are sometimes fatally injured when fighting with walruses for food. The biggest threat to polar bears is pollution which can poison their food supply.

Statements about polar bears in general, not particular polar bears.

Commas in a list

Third person

Facts presented in a way which clarifies understanding, e.g. comparison with something more familiar

Technical vocabulary

- *diet and hunting prey*
- *life cycle*
- *threats to survival*

Print features: bold text for title and some of the technical vocabulary.

Non-chronological: after introduction, paragraphs could be in any order

	Composition and effect	
Adaptation Clarity of information achieved by presenting facts in accessible manner. Technical terms limited.	**Viewpoint** Addressed to general reader. Generic, not particular, participants.	**Style** Simple layout allows for inclusion of accompanying photographs and diagrams.

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Unit 6 Hunt with BATS!

Although bats have wings and can fly like birds, they are **mammals**. This means that, unlike birds, they feed their young with milk produced by the mother. The scientific name for bats is *Chiroptera*, which means 'winged hand'. There are over 950 different types of bat in the world.

Bats can be found in all parts of the world, on all continents except Antarctica, although most types of bat live in warm countries. They roost in caves, hollow trees and buildings – anywhere where it is dark and warm. Sometimes they even live underneath bridges. Bats are **nocturnal** animals; they sleep during the day and forage for food during the night. When they sleep, they hang upside down, using their feet to grasp onto a twig or ledge.

The different types of bat in the world eat a wide variety of foods. Sometimes it is easy to tell what a bat eats just by its name, e.g. *Fruit Bat* and *Fishing Bat*. However, the most common bat food is insects. A single bat can catch 600 mosquitoes in just one hour.

Bats which hunt for live food do so at night. They cannot see their prey in the darkness, so they use a technique called **echolocation**. By making high-pitched clicking and squeaking sounds, they can judge how close things are by how quickly the sound bounces back to them. If there is no echo, then they know that there is nothing to eat nearby.

Many bats hibernate during the winter. When they wake in the spring, the females give birth to babies called **pups**. Normally a bat mother will have only one baby at a time, like a human mother, but sometimes they have twins. When they are born, the pups are hairless and tiny, but they have strong claws so that they can hang on to the ledge while their mothers are hunting. They grow quickly, and some types of bat can fly and hunt for themselves when they are just one month old.

Although they are very useful animals, due to the way they control insects and help to reseed plants, many bats are in danger of extinction. Of the fourteen species of bats which live in Britain today, two are endangered and nine others are threatened.

Sentence structure and punctuation

1 with BATS!
n
o Although bats have wings and can fly like
b birds, they are **mammals**. This means that,
u unlike birds, they feed their young with milk
e produced by the mother. The scientific name
for bats is *Chiroptera*, which means 'winged
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They roost in caves, hollow trees and
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sleep during the day and forage for food
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upside down, using their feet to grasp onto
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The different types of bat in the world eat
a wide variety of foods. Sometimes it is
easy to tell what a bat eats just by its name,
e.g. *Fruit Bat* and *Fishing Bat*. However,
the most common bat food is insects.
A single bat can catch 600 mosquitoes
in just one hour.

Technical vocabulary

Command in a list

Present tense

Third person

Italicised text to distinguish names clearly

Fact presented in a way that enables the reader to visualise

Text structure and organisation

Report structure:
Title illustrates a bat hanging upside down

Introductory paragraph with general classification

Each subsequent paragraph deals with a separate aspect of information:

- *habitat*
- *diet*

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Bats, which hunt for live food do so at night. They cannot see their prey in the darkness, so they use a technique called **echolocation**. By making high-pitched clicking and squeaking sounds, they can judge how close things are by how quickly the sound bounces back to them. If there is no echo, then they know that there is nothing to eat nearby.

- *hunting*

Technical vocabulary

General statement about bats, not a particular bat

Many bats hibernate during the winter. When they wake in the spring, the females give birth to babies called **pups**. Normally a bat mother will only have one baby at a time, like a human mother, but sometimes they have twins. When they are born, the pups are hairless and tiny, but they have strong claws so that they can hang on to the ledge whilst their mothers are hunting. They grow quickly, and some types of bat can fly and hunt for themselves when they are just one month old.

- *life-cycle*

Present tense

Third person

Although they are very useful animals, due to the way they control insects and help to re-seed plants, many bats are in danger of extinction. Of the fourteen species of bats which live in Britain today, two are endangered, and nine others are threatened.

- *threats to survival*

Technical vocabulary

Print features: bold text for title and some of the technical vocabulary; italicised text for specific names. Stylised title.

	Composition and effect	
Adaptation Clarity of information achieved by presenting facts in accessible manner. Descriptive vocabulary reserved for presenting information, not embellishing for literacy effect.	**Viewpoint** Addressed to general reader. Generic, not particular, participants. Stylised title designed to appeal to children. Present known facts, not folklore or opinions about bats.	**Style** Simple layout allows for inclusion of accompanying photographs and diagrams.

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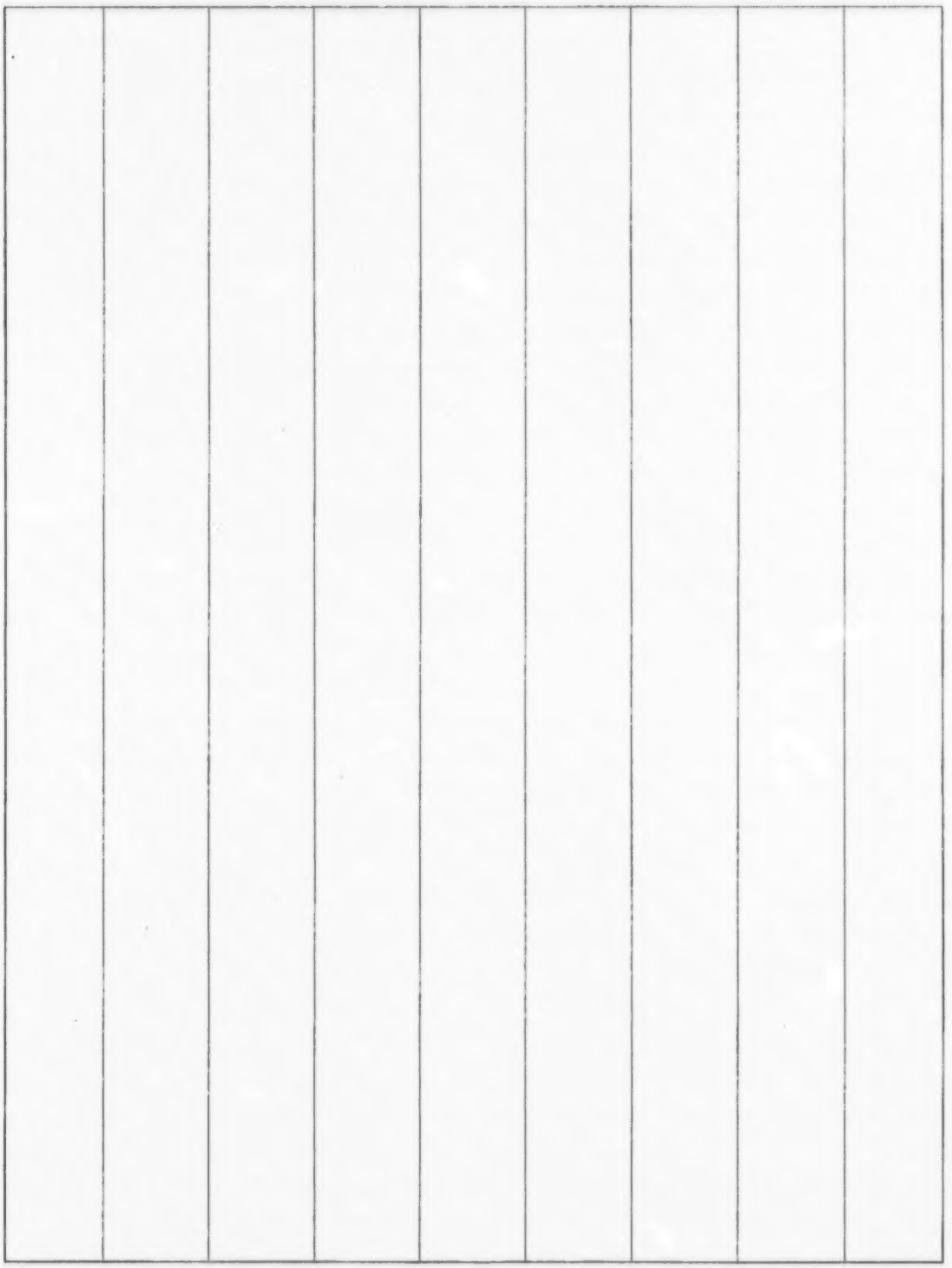
Most mammals grow two sets of teeth. The first set are called milk teeth and the second set are called permanent teeth.
Enamel protects our teeth. It is the hardest substance in the body.
Fluoride helps prevent tooth decay.
Visit the dentist at least twice a year.
Healthy teeth need healthy gums.
Cut down on sugary snacks and acidic drinks between meals.

Incisors are used for cutting food.
Most adults have 32 permanent teeth.
Formed by a mixture of bacteria and food, plaque is acidic. It is a colourless, sticky film that can form on the teeth and cause tooth decay.
Plaque can cause gum disease, bad breath and tooth decay.
Too much sugar causes dental caries.
Molars are for chewing and grinding.

Milk contains calcium which helps keep bones strong.
Eat a well-balanced and varied diet; this keeps teeth and gums healthy.
It is important to eat plenty of fruit and vegetables and a regular supply of dairy products, meat and fish.
Sucrose, fructose and glucose are all types of sugar.
A tooth has a crown and a root.

Between the ages of 6 to 13, milk teeth are replaced by permanent teeth.
The crown shows above the gum and is coated with enamel.
Inside the root is pulp which contains nerve endings and blood vessels.
Carnivores have large canine teeth to tear food.
Herbivores often have sharp incisors for cutting food such as grass and leaves.



Teeth and eating – words for spelling

acids	hygiene
bacteria	hygienist
between	important
blood vessels	incisors
canines	molars
carnivores	mouth
chew	nerve
clean	oral

decay	omnivores
dental	permanent
dentine	plaque
dentist	sugar
enamel	swallow
floss	sweet
fluoride	toothache
fruit	toothpaste
herbivores	vegetables

Babies and toddlers – spidergram

Eating and drinking
Babies drink milk – mothers/bottle
No hard food – no teeth
Porridge, mashed banana
Feed themselves – messy
Toddlers – same food as adults/cut up
Playing
Introduction
Babies = 0–15 months;
helpless at birth.
Toddlers = 15–30 months;
eat, run, talk.
Babies and toddlers
Conclusion
Babies and toddlers need a lot of attention – for different reasons.
Sleeping and toileting
Moving around
Babies can't walk – carried/pushed in a pram or buggy
Babies – shuffle on their bottoms or crawl.
Toddlers – walk and run but some often trip.

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Babies and toddlers – report

Sentence structure and punctuation

Introduction

Babies become toddlers when they start to walk a lot or 'toddle'. Babies are fed; toddlers feed themselves. Babies are carried; toddlers walk. Babies wear nappies; toddlers use a potty. Babies sleep a lot; toddlers play much of the time.

Statements about babies and toddlers in general, not particular babies or toddlers

Paragraph 1 – Eating and drinking

Babies drink milk from their mothers or from a bottle. They can't eat hard food because they don't have any teeth. After a few weeks, they are fed from a spoon with soft food such as puree, mashed banana and porridge. Eventually babies are given a spoon and encouraged to feed themselves. This can be a very messy affair. Toddlers can eat the same food as adults but it usually needs to be cut up. However, they are sometimes very fussy over their food.

Present tense

Conclusion

Although babies are helpless at birth they quickly start learning. They can usually move around in some way before they start to walk. They can get what they want before they know how to talk by crying, shouting or pointing. Toddlers learn to walk, talk, use a potty, dress themselves and feed themselves. Most animals are running and eating within a few days or weeks of birth. Human babies take longer but learn to do far more.

Third person

Commas in a list

Text structure and organisation

Report structure:
Title sets up content
Introduction defines the words in the title, then gives the main points of each paragraph to follow, contrasting babies and toddlers.

- *diet*

Concluding paragraph summarises information and links humans to the wider animal world.

	Composition and effect	
Adaptation Clarity of information achieved by presenting facts in accessible manner.	**Viewpoint** Addressed to general reader. Generic, not particular, participants. Facts, not opinions, are presented.	**Style** Simple layout allows for inclusion of accompanying photographs and diagrams.

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